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ABSTRACT

Objectives of this second-year program conducted at a community college skill center were to recruit individuals of limited English background and provide them with academic and vocational training to prepare them to enter and advance in occupations, using parallel courses in Spanish (e.g., English-as-a-Second-Language) to achieve this goal. Students recruited were offered career and placement counseling, language instruction as needed, basic job-related communication and computation skills, and training in the following programs: industrial sewing machine repair mechanic, industrial sewing machine operator, radio and television repair technician, ophthalmic dispensing technician, building trades, cash register management, clerical business office procedures, general education diploma (G.E.D.), and English-as-a-Second Language/Job-Related-English (ESL/JRE). The skills center staff developed much of the curriculum and used an individualized approach to instruction. Negotiations were begun with other local agencies to provide training on a limited basis. The program had 1,099 enrollees, 878 of whom graduated, with 651 gaining employment. (A third-party evaluation of the program is included in the appendix, along with a graphic presentation of the instructional model.) (BL)

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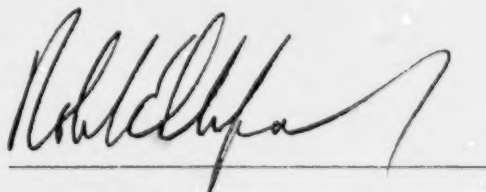
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Title of Project: A Model for the Implementation of
Bilingual Vocational Training

Project Director: Ruben Ochoa

Project Period: July 1, 1976, to June 30, 1977

Report Submitted by:



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Narrative; Final Performance Report

Accomplishments

The objectives of the Bilingual Vocational Training Program of El Paso Community College were:

1. To identify and recruit individuals of limited English speaking abilities who necessitate vocational training for gainful employment.
2. To provide career counseling and awareness to these individuals to facilitate realistic vocational choices based on assessment of the individual's needs.
3. To provide English-As-A-Second-Language (ESL) or Job-Related-English (JRE) instruction for target individuals as needed for vocational training.
4. To provide General Education Development for target individuals lacking high school education.
5. To provide awareness of consumer education, pre-employment preparation, and employment opportunities.
6. To provide bilingual training programs in occupations having a shortage of skilled workers.
7. To provide placement counseling for target individuals completing the bilingual vocational training programs.
8. To implement the model for bilingual vocational education developed in the initial year of the program.
9. To provide those basic communication skills and computation skills that are job related.

These objectives were in close harmony and paralleled those goals of El Paso Community College that have been instrumental in realizing bilingual-bicultural education. These goals are:

1. To develop in each student the ability to maximize his potential as an individual, as a learner, and as a citizen in a multilingual-multicultural society.
2. To enrich and deepen mutual understanding for all citizens by building upon the rich cultural foundations of our society. The learners' unique environment and experiences are the corner stones of these foundations.

3. To promote cultural acceptance, national pride, and more world understanding.
4. To offer a curriculum that meets the diverse needs of students with different languages and cultural orientations in order to permit them to:
 - a. preserve and strengthen their self-image and sense of dignity through appropriate and meaningful instructional programs.
 - b. utilize their first language as a medium of instruction.
 - c. develop esteem and pride in self, college, and community.
 - d. learn to interact in multilingual-multicultural social settings.
 - e. develop communications skills to level of proficiency in order for the individual not only to survive, but progress socially and economically in either culture.

In the second year of funding of "A Model for the Implementation of Bilingual Vocational Training" by the Office of Education, Part J, the initial bilingual vocational training capability of El Paso Community College was expanded. The programs offered in the initial project period (1975-76) were:

Industrial Sewing Machine Repair Mechanic
Industrial Sewing Machine Operator
Radio and Television Repair Technician
Ophthalmic Dispensing Technician
Building Trades

Funds for administrative support, instructors salaries, instructional supplies and equipment were made available during the initial year of the program by the U.S.O.E. grant.

During the second year of the program, the vocational training programs listed earlier were institutionalized as of Summer 1976. The college assumed all financial responsibility for instructional salaries, supplies, and equipment. The Office of Education continued to support student services in providing resources for counseling, clerical administration and coordination, peer tutoring, and stipends for eligible students.

All the vocational training programs listed have been approved by the Texas Education Agency (coordinating and approving body of elementary, secondary and post-secondary vocational educational programs). In addition to these programs, the following instructional programs were added:

Cash Register Management
Clerical Business Office Procedures
General Education Diploma (G.E.D.)
English-As-A-Second-Language/Job-Related-English (ESL/JRE)

Therefore the outstanding accomplishments completed during the reported project period are:

1. Development and implementation of bilingual technical training programs.
2. Expansion of bilingual technical vocational training programs.
3. Training opportunities for individuals of limited English speaking ability.
4. Bilingual language development in technical vocational training.
5. Stipend assistance to eligible students of limited English speaking ability.
6. Implementation of model of bilingual vocational training programs.
7. Dissemination of the model.

Major Activities and Events

The Bilingual Skills Center staff continued to provide comprehensive bilingual training opportunities, bilingual counseling and referrals to additional social service agencies, administrative and clerical support to instructional staff and students. In addition to this, the Bilingual Skills Center staff donated student prepared products (trousers) to social and service agencies:

El Paso Boys Club
El Maida Shrine - Crippled Institute
Our Lady's Youth Center
Christian Childrens' Home

Approximately 800 pairs of trousers were donated to social agencies as listed. Some of the trouser material used for student training was made available at a discount price to the Bilingual Skills Center.

The Bilingual Skills Center staff continued to maintain linkages with social and service agencies who assist disadvantaged, unemployed or underemployed individuals. In addition to the liason maintained with other community programs for student referrals, the center staff developed community support with local trouser factories and agencies for employment opportunities and placement.

The Program Director participated in an Office of Education, Part J, workshop in Dallas, Texas, in September of 1976. He prepared a comprehensive report of "A Model for the Implementation of a Bilingual Vocational Education Training Program" and disseminated such to all workshop participants. The information served to

acquaint other Part J grantees of the process involved in the initial implementation of a bilingual vocational education program.

Publicity Activities

In addition to linkages established between Bilingual Skills Center staff and representatives of local factories and agencies, information regarding the programs available at the Bilingual Skills Center was presented through a local bilingual radio station. Station KAMA is one of the few bilingual stations available in El Paso and perhaps in the nation. It is locally based and the staff presented Bilingual Skills Center activities several times during the year, such as when Center Director, in behalf of El Paso community College and Center students, donated trousers to local service organizations. Typically included in the public presentation was a summary of the purpose and programs of the Bilingual Skills Center.

Dissemination Activities

In addition to radio presentations, the Center Director and staff have continually visited several agencies to discuss the purpose and programs of the Bilingual Skills Center. These agencies included the Texas Employment Commission, Texas State Department of Public Welfare, several social organizations, and local businesses. A public open house was held annually and this activity was well accepted by the general and business public in El Paso. These and similar activities will continue to be utilized to disseminate information regarding the Bilingual Skills Center programs.

Progress on Data Collection and Evaluation Plans and Procedures

Data regarding student contacts and enrollment have been collected throughout the project period and will continue to be collected in subsequent project periods.

Table I is a collection of statistics of the Bilingual Skills Center (see Table I).

Outside evaluation of the project was contracted with a third party. The evaluation was conducted by H. Feliz Vigil, Director of Job Corps Center of Albuquerque, New Mexico, and is attached at Appendix I. Formative and summative evaluation activities were conducted and results analyzed by college staff and outside evaluators.

Data collected and maintained were:

- a. number of students recruited
- b. number of students counseled
- c. number of students entering each component of the model

- d. number of students successfully completing each component
- e. attrition rates and reasons
- f. number of students placed on jobs
- g. follow-up of students completing programs *

Other Activities

Activities that helped accomplish the objectives of this program have been listed earlier in this section of the progress report. These and similar activities continued to be realized in operation of the project past the funded period. One particular activity listed earlier merits additional mention. This activity is the English-As-A-Second-Language/Job-Related-English (ESL/JRE) instruction.

The purpose of this type of language training is to teach individuals of limited English ability both basic language skills and an introduction to basic, relevant technical vocabulary encountered in technical vocational instruction. This instruction is provided on the premise that English or Job Related language skill is one of the variables that places the limited English speaker at an obvious and continuing disadvantage in the employment market. Employers typically call for prospective employees to participate in activities (employment application and interview) which call for symbolic manipulation of facts, values, and ideas alien to the individual seeking employment with a limited knowledge of the language as it is used in the employment market.

The ability to understand and use the English language appropriately may determine whether or not an individual will be heard, to what extent his values will be respected, and ultimately whether or not he will succeed or fail in the job world. The purpose of this instruction is not to devalue the dominant language of the student but rather to promote articulation and self expression and complement one language with the other. Bilingualism is the ultimate objective in the ESL/JRE instruction because of its social, economic, and realistic value to the job seeker in a bilingual community.

The manner of instruction in the ESL/JRE is determined by diagnosis at three levels, those being:

1. Identification of limited English speakers for placement in the ESL/JRE program. This identification is accomplished by an oral interview with the Bilingual Skills Center Counselor, ESL/JRE instructor, informal inventory of students' perceptions of his language ability, and some instruments used to identify limited English usage.

The interview determines whether the student can communicate orally in English. The informal inventory (administered orally or written) is self evaluative. The tests for Identifying Limited English Usage are subjective examinations that call for reading and writing ability.

These combined assessments determine whether or not a student is below functional level (for our purposes functional level is 7th grade equivalent in language skills) in language ability. If the student is below this level, he qualifies for the ESL/JRE program.

2. Classification

The Dos Amigos Verbal Language Scales is used to identify an individual's English and Spanish functional level. This standardized test allows the instructor to categorize the student's functional level in English and Spanish by equivalent grade levels. The test uses a mean and standard deviation to determine at what grade level instruction should begin.

3. Comprehensive Profile

The assessments listed in items 1 and 2 are gathered and an additional determination is made as to what language skills the student may need to acquire to become functional in oral English.

The methods of instruction include a broad range of materials that involve students in conversations relevant to their personal professional lives. Although oral language skills are emphasized; reading and writing skills are developed because of their intimate relationship to speaking. Students who can abstract, generalize, and verbalize experiences in one language have a mastery of concepts and syntax. Certain aspects of vocabulary, sound system, and syntax of the native language may facilitate learning in the second language. The areas of similarities between languages are used for the facilitation of learning. Lessons, drills, and conversations are employed to overcome interferences. Techniques for teaching the skills needed include: (1) the direct method, in which activity is emphasized; (2) the grammar-translation method in which verbal and written exercises are employed to clarify structure; (3) the reading method in which students who read in their native language are encouraged to learn English by reading; and (4) the audio language method in which students participate in dialogues and structure drills. Students are most frequently involved in the language experience method, which is employed frequently in the area of reading but selection in the teaching of a second language.

This method is designed to lead the student from understanding to speaking, from speaking to writing, and from writing to reading in a single day. A lesson is taught as follows:

1. The teacher chooses a lesson (i.e.) the regular verbs to want and to need. The teacher illustrates on the blackboard how the verb is conjugated and contrasts it to the Spanish, if the language is Spanish.

2. The teacher uses the verb in sentences and asks the students, "What do you want?" or "What do you need?" Open discussion is encouraged.
3. After the students have practiced using the verbs in a meaningful way, the teacher asks them to write a letter using the verbs I want - I need. The teacher gives individual assistance during the writing.
4. After the writing period, the students are asked to read their letters to each other. Comments are encouraged.

The language experience method is also employed in conjunction with job related education materials and each lesson is carefully prepared to fulfill previously planned objectives. A sense of spontaneity prevails and incidental learning is encouraged. The language experience method meets both group and individual needs and teaches students to become participants in the dynamic flow of language.

Students are in the program for a two month period. The Dos Amigos Verbal Language Scales and the written test are administered at the end of the two months period, and these results are compared to the initial results. Another informal inventory is given to the student to determine the student's perception of his progress as well as to help him determine how to become an independent English language learner.

This instructional method has proven to be helpful in assessing student capability, progress or lack thereof, and providing students a success oriented experience in learning a language.

Staff Employment and Utilization

<u>NAME</u>	<u>POSITION</u>
Ruben Ochoa	Project Director
Edgar Delgado	Counselor
Versie L. Herring	Sewing Machine Repair Instructor
Bertha Guana	Sewing Machine Operator
Rufino Rodriguez, Jr.	Radio/T.V. Repair Instructor
Margie Bailey	Cash Register Management Instructor
Rosalie Martin	Clerical Business Office Procedures
Robin Lampman	ESL/JRE Instructor
Ida Portugal	GED Instructor
Dolores Samaniego	Secretary
Gloria Hermosillo	Peer Tutor
Sophia Varela	Peer Tutor
Beatriz Ruelas	Peer Tutor
Elvira Luna	Admissions Clerk

Staff Development

All the training program curricula have been undergoing a continuous instructional development that results in preparation of an individualized and systematic approach to instruction. This type of curriculum development basically provides for the development of several learning alternatives that afford the student a variety of learning means. The college's faculty development component annually conducts staff sessions in curriculum preparation, implementation and evaluation. Topics that are typically available include:

1. preparation and evaluation of behavioral and task objectives;
2. media selection for individualized instruction; and
3. preparation and utilization of self-instructional models.

The instructional materials developed to be used in the bilingual vocational programs into Spanish for use by students with limited English speaking ability. Translation of these materials is completed by the college's media translator that is supported by institutional funds.

Staff representatives have participated in other staff development activities. Recently the ESL/JRE instructor and Bilingual Skills Center counselor attended a conference titled "Bilingual Conference on Testing" sponsored by representatives of the State Office of Education. The conference priority was to enhance the skills of persons administering language placement tests in school. Another priority was to discuss the Primary Registration of Language (PAL) testing procedure currently being utilized in schools.

These and other development activities continued to be available to Bilingual Skills Center staff.

Problems

Some problems were encountered in the conduct of the program and these were as follows:

1. As the program developed, it was evident that there was a lack of printed or instructional materials that would be utilized for the vocational programs being conducted as a part of the project. The staff, involved in the programs, had to develop the materials that were used in the classroom presentation. The development of these materials was helpful to the staff, in that the methodologies utilized in the development of such, were shared with the other instructors of other programs and materials were also prepared for all programs.

2. In attempting to utilize assessment instruments to determine English ability of individuals, it was also apparent that these instruments were not readily available. Another concern in relation to assessment instruments was the issue of validity that was typically lacking with those few available instruments. These concerns are not unique to this program, since the many associated concerns of bilingual instruction are still not resolved rationally, much less in a single program. These issues may include (a) determination of the level of vocabulary used in bilingual instruction or assessment; (b) to what degree are regional dialects used; (c) degree to which the dominant language is used in the class, etc.
3. Another problem, that was evident at the completion of the project, was that student enrollment dropped drastically with the unavailability of stipends. The institution has referred individuals eligible for financial assistance to the various alternatives available and student enrollment in the bilingual-vocational program is steadily increasing.

These problems were encountered as a consequence of this project and the activities completed in their resolution have assisted institutional staff in the development, utilization, and assessment of bilingual instructional materials.

Summary

In summarizing the outcomes of the conduct of this program, the following may be stated:

1. Opportunity of vocational training for meaningful employment was made available to individuals of limited English speaking ability.
2. Career counseling and assistance in selecting vocational training options was provided to a significant number of persons.
3. Educational and vocational training was provided.
4. A significant number of program graduates were provided placement counseling.
5. The model for bilingual vocational education was implemented.
6. Instructional staff enhanced professional skills in alleviating needs of persons with limited English speaking ability.

7. The institution has continued the offering of the vocational programs on a tuition basis.
8. The Radio and Television Repair Program has been converted to an Associate Degree plan that was implemented in September, 1977.
9. The Ophthalmic Dispensing program has been converted to an Associate Degree program that was implemented in September, 1977.
10. The local CETA agency has contracted with El Paso Community College to provide training on a limited basis. Further negotiations are in progress to expand the CETA and El Paso Community College relationship.
11. Other local service agencies (Work Incentive; Job Corps; Motivation, Education and Training; Educational Talent Search) have also contracted with El Paso Community College to provide vocational training similar to that implemented with this project.
12. Approximately 52-55% of all program graduates were employed in meaningful occupations.

TABLE I
BILINGUAL SKILLS CENTER STATISTICS
REPORT PERIOD JULY 1, 1976-JUNE 30, 1977

<u>MONTH</u>	<u>STUDENT CONTACTS</u>	<u>NEW ENROLLEES</u>	<u>CUMULATIVE NUMBER STIPEND</u>	<u>TOTAL AMOUNT FOR MONTH</u>	<u>EMPLOYED</u>	<u>GRADUATED</u>
August-September	189	155	115	\$ 10,324.00	86	124
October	91	70	187	\$ 12,239.50	39	56
November	95	92	199	\$ 11,362.50	51	73
December	66	0	195	\$ 12,938.00	44	0
January-February	367	350	321	\$ 15,835.00	192	280
March	136	120	181	\$ 8,654.00	64	96
April	117	110	195	\$ 6,685.50	56	88
May	117	110	213	\$ 9,437.40	71	88
June	101	92	219	\$ 10,216.50	48	73

Appendix I

AN EVALUATION OF THE EL PASO COMMUNITY COLLEGE -
BILINGUAL SKILLS CENTER

April 2, 1976

This report is a result of a letter contact by Mr. Ruben Ochoa, Director of the El Paso Community College - Bilingual Skills Center, calling for a consultation of a two-day on-site visit, on March 4 and 5, and a return one-day visit for submission of conclusions and recommendations, on April 2, 1976. The on-site visit consisted of a tour of the main campus and other training sites, including the Skills Center complex on Yandell. Interviews were conducted with the director, counselor, curriculum developer, instructors, and several students. A telephone conversation was held with the Associate Dean of Occupational Education, and an informal conversation was held with the Texas Education Agency representative. The on-site visit gave the consultant a cursory view of the Skills Center operation.

This report is intended to point out those positive factors that enhance the Skills Center and those that could be used more effectively for the continued improvement in carrying out the goals and purposes of the Skills Center. It cites areas that, in the consultant's opinion, need attention in order to improve the effectiveness of the services to the Skills Center clients. In addition, this report points out several areas, to be considered in long-range planning, that could enhance the continued development and growth of the Skills Center. It is the intent of this report to cover areas of significant concern, either expressed or observed, but it cannot and does not deal with all aspects of concern.

There are several notable positive factors that strengthen the Skills Center concept as a viable training alternative. It currently fills an otherwise unmet "training for employment" need identified in the El Paso community by

several surveys and advisory committees. The growth potential for the Center, based on documented need, is unlimited. As an integral part of the Community College, the Skills Center derives many excellent services, such as purchasing, financial accounting, facility maintenance, and personnel/payroll processing. It also derives some benefit from the Counseling and Developmental Studies departments. The Skills Center is exceptionally well equipped in all training areas, with up-to-date equipment. The program has elements of flexibility of operation which are necessary and its student clients are motivated to maximize their training opportunities within their individual limitations. Of course, the Center's greatest resource is its industrious, dedicated, hardworking staff. Each staff member has something unique to offer to the total effort.

It is recognized, however, that several factors also have contributed to limiting the Center's effectiveness:

1. This is the first year of operation and the program has had to make rapid adjustment with little opportunity for effective planning. The second year's proposal should have incorporated procedural changes learned in the first year of operation. The Bilingual/Vocational grant, the main source of funding for the Skills Center, requires recruiting and selecting clients of limited English backgrounds and developing a program design to meet their academic and vocational training needs to prepare them to enter and advance in occupations, using parallel courses in Spanish to achieve this goal. The consultant interprets this to be the institution's main objective. However, it is recognized that all aspects of this requirements are not being met. Utilizing bilingual staff and translating materials partially fulfill this requirement, but long-range development of this concept needs to be formulated. It is evident that the basic philosophy is incorporated in the proposal; however, follow-through has been slow because of procedural problems encountered during the implementation phases. It is the writer's contention that, if the attached model (Figure 1) is followed without exception and the identified component sequences are fully developed, the requirements of the program will be met.

Consideration has to be given so that clients screened for occupational training have a "chance" of being employed. Therefore, a

screening procedure and admissions policy that includes assessment of interests and skills has to be established and be adhered to. The development of a trainee flow-through process, with defined behavioral objectives, is essential in moving clients from one component to another--intake, assessment, basic skills, vocational training, placement. Each enrollee should be given an opportunity to progress through the program individually, at his own pace. This process would require implementation of an open-entry/open-exit program. Each enrollee would have an individually prescribed educational development plan (EDP). This process has been proven most effective because it supports the accepted learning theory that learners possess individual differences and should be taught accordingly. An open-entry/open-exit design forces the instructor to develop objective criteria to effectively monitor the trainee's progress. It also allows the trainee to use his time more effectively between language development, basic education skills and vocational training. It is the opinion of the writer that this explanation was, at best, a "tease effort" to the concept of individualized instruction and that it requires much more planning and development than is possible in this report. It is recommended that serious consideration be given to its development as a long range project. The effective use of the curriculum developer could greatly enhance this development process and provide a valuable contribution to disseminating a model, as required by the contract.

2. Since the Skills Center is patterned under the community college format, several questions are raised and some possible alternatives offered as to the advantages or disadvantages of close ties with the community college. In some respects, the close ties to the community college's policies and procedures restrict the flexibility needed and affects the autonomy needed by the Skills Center to serve its clients.

There exist excellent linkages with some college departments; however, three (3) department linkages should definitely be expanded--Counseling, Developmental Education and the Library-Audio-Visual Center. These departments have many resources to offer to the Skills Center and its clients. A placement component and more clerical support to the Skills Center staff should also be provided. If regular staff cannot be provided, several alternatives such as work-study, TEC personnel, or Public Service Employment slots should be investigated. The Community College Placement Unit should be made available for Skills Center trainees.

In some respects the community college structure may be cumbersome to the effective operation of the Skills Center in meeting its commitment. The Skills Center client, being different from the

college student, requires a program without a semester-credit course structure. It is recommended that the credit requirement be eliminated and that those Skills Center enrollees wishing to continue at the college at a later date be given a "test-out" credit where applicable within the college program.

The Skills Center needs some funding permanency, other than grant monies. It is recommended that the college establish a fund, at approximately twenty percent (20%) of grant monies generated, to establish permanency, particularly during grant uncertainty periods. This insures staff and clients of program continuation. This uncertainty of continuity adversely affects morale and productivity of both staff and students.

Concern was expressed over the decision making process. There seems to be a lack of understanding as to whether the director has the authority, or uses the authority he does have, to make necessary and timely decisions. It is recommended that the Center Director and the Associate Dean determine these areas of responsibility to expedite timely and effective solutions to problems and develop a problem-solving plan of action to the extent possible.

It is recognized that the Center Director has many responsibilities, even outside the realm of the Skills Center operation, and is not always available to make timely procedural or programmatic decisions. It is, therefore, recommended that a set of operating policies and procedures be developed, either through management or by a committee of staff and students, to resolve these sometimes minute frustrations.

3. It is recognized that space is at a premium and that Skills Center classes are overcrowded with no space to expand. Also, Skills Center classes away from the Yandell location have to be accommodated around other college program schedules. It would be most desirable to acquire a facility that could house the Skills Center in one location for all of its programs and give the Skills Center client an opportunity equal to other enrollees.

Although time and scope limitations preclude indepth discussion, there were other concerns expressed, or observed, which warrant mention. The recommendations which follow are offered as a result of comments and observations. These recommendations are, by necessity, brief and cannot be fully developed in this report. They are offered as items for continued study and implementation.

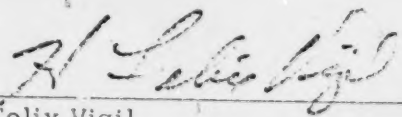
1. Schedule regular staff meetings and with definite objectives established for each meeting.
2. Establish priorities, with timetables, and ensure that staff is aware of these.
3. Establish a formal mechanism to share ideas and exchange problems and concerns among staff.
4. Develop plan of action formats for program segment designs, with individual instructors responsible for respective program segments and the Curriculum Developer responsible for coordinating overall curriculum.
5. Formalize student intake, initial assessment and progress monitoring techniques, with a formal progress monitoring system in all courses/classes.
6. Define roles and explore role expectations as a sensitizing effort for staff to better understand each other's needs and functions.
7. Clarify lines of authority and responsibility to/for all staff.
8. Utilize staff resources to the maximum by developing a system whereby staff can utilize each other's expertise.
9. Strengthen staff commitment and enthusiasm by recognizing work and effort expended.
10. Provide opportunity for enrollees and staff to participate in meaningful continued evaluation of program and decision making.
11. Strengthen client recruitment effort by developing and adhering to criteria; seek screening cooperation from other agencies involved in human development services.
12. Provide an ESL and GED program in conjunction with the language development needs for vocational enrollees. ESL and GED for non-vocational students should be conducted separately.
13. Formalize and use the job preparedness scale as designed by curriculum development, "Student Performance Rating Scale," (Figure 2).
14. Establish identifiable step-off levels in vocational training courses so that enrollees who cannot complete the total program could become employable at a step-off level by identifying specific skills required at each level.
15. Provide inservice training for instructors who do not have formal teaching backgrounds.

It is the intent of this report to be critical only to be constructive and to produce positive thinking in relation to the Skills Center current operation and its continued expansion and improvement. Each one of the classes visited had evidence of extremely positive and effective learning processes being utilized and much worthwhile learning taking place. Each person interviewed shared many positive comments and expressed satisfaction with his or her involvement in the Skills Center effort.

The Skills Center at present is a tremendously ambitious and progressive effort. All staff and clients are to be commended for their contributions to its success.

Please extend my thanks to all the staff and other participants for their cooperation and hospitality. It was indeed a pleasure to have had the privilege of this involvement.

Respectfully submitted,



H. Felix Vigil

FIGURE 1.
INSTRUCTIONAL MODEL

